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Safe Schools: A Message from the Minister

Children are naturally curious. The energetic buzz of young people eager to learn, grow, and explore their world is the raw material that teachers use to enthrall children with learning.

Teachers across Manitoba take each day to foster a love of learning that lasts a lifetime. And while teachers are teaching the academic lessons of the day, they are also teaching and modeling the social lessons of the day.

Many of our compulsory curricula contain learning outcomes related to dispute resolution, anger management, personal safety, and social skills. Intervention and the ongoing role of schools in nurturing a safe and caring environment is critical to the well-being of our young people.

The Safe Schools Charter (Bill 30) strengthens the previous code of conduct legislation by directing schools to include more specific statements in their rules and discipline policies about bullying and abuse, discrimination, weapons, drugs, alcohol, and other activities that are risks to the health and safety of students.

At the same time, work is underway to determine the best possible ways to make positive changes. We are working extensively with schools and school divisions through workshops, consultations, support documents, resource sharing, and networking.

Our schools have already implemented extensive personal safety and anti-bullying programs such as Lion's Quest, Second Step, Friends, RespectEd, and many others. A stroll through a typical Manitoba school reveals artwork on the walls touting the value of friendship and caring. Classes focusing on problem solving and dispute resolution are common, as are lessons on leadership, compassion, empathy, and effective group work. Schools are working diligently to help students learn pro-social skills and to feel welcomed and safe.

School-based planning over the past two years has shown that safe schools is one of the highest priorities. Yet, despite all our best efforts, there are still occasions of violence or bullying that occur, sometimes with devastating consequences. We continue to work toward creating safe and caring environments for children and youth.

Manitoba Education, Citizenship and Youth is currently working with a variety of stakeholders, including Safe Schools Manitoba, to assist in the development of a framework from which all schools may create effective strategies to proactively address issues such as bullying and violence. A forum is planned for May 13, focusing on behaviour, dispute resolution, autism, and the role of educational assistants.

Join me in continuing our work to find solutions to societal problems that put the safety, health, and happiness of our young people at risk. Our youth are depending on us.

Honourable Peter Bjornson

Minister of Education, Citizenship and Youth

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Update on the Manitoba K-S4 Agenda for Student Success

Priority 3: If You Fail to Plan ... You May Be Planning to Fail

Priority 3 of the Kindergarten-Senior 4 (K-S4) Education Agenda for Student Success calls for strengthening school planning and reporting. This priority has resulted in a renewed emphasis on educational planning and reporting in Manitoba schools and school divisions. We refer to this renewal as the "Planning in Education" initiative.

There are four major stages in the planning cycle—setting priorities, stating outcomes, developing and implementing action plans, and reviewing and reporting on results. The stage that requires the most development is the writing of clear outcomes. Outcomes are brief, clear, observable descriptions of intended results. By "observable" we mean that the result is described in such concrete terms that everyone— educators, parents, and students—will know whether it has been achieved.

Educational outcomes should describe student learning. For example, a school might plan to implement a Teacher Advisory Group to support less successful learners. While that describes a key step or strategy in how the plan will be carried out, it does not tell us what learning results we anticipate. The real learning outcome, in this example, could be "improved student attendance" or "improved student achievement in mathematics." Outcomes that identify the intended learning benefit can greatly clarify and simplify school planning.

Accountability Emphasizes Inclusive Planning Processes

While there are many reasons to plan, student learning should always be the main purpose. Other purposes include accountability, responsibility, developing focus and vision, coordinating resources, improving communication, and developing stakeholder consensus.

There is general understanding that schools should be accountable to stakeholders. In Manitoba, we take a balanced, multi-faceted approach to accountability. It starts at the student level where teachers report regularly to students and their families on general academic progress through report cards and interviews. The "Planning in Education" initiative targets a broader accountability at the school and school division levels. We hope to assist educators, students, parents, and community members to improve the collective learning results for their schools. Usually by using information that is already available to them, they can identify where to put their energies, and judge subsequently whether their change efforts succeeded. This is the accountability we are most interested in—a local judgment about whether schools and school divisions are meeting the needs of their stakeholders.

Everyone benefits when schools actively include parents, community members, students, and staff in establishing, monitoring, and reporting on priorities and outcomes. Where stakeholders share ownership of the plan through involvement and communication, support for education is enhanced. Timely, relevant, and understandable progress reports provide parents and community members with information that helps to establish trust.

As educational planning continues to develop in Manitoba, we notice more emphasis on evidence-based planning, longer-term planning, inclusion of stakeholders, and improved teaching and learning. The continued involvement of various education stakeholders in planning processes will enhance support, provide a strong sense of success, promote accountability, and enhance student learning.

For information about this priority and other aspects of the Manitoba K-S4 Education Agenda for Student Success, visit <www.edu.gov.mb.ca/ks4/agenda/>. For more information about the various supports offered to schools, divisions, and communities, visit <www.edu.gov.mb.ca/ks4/speced u/> or contact:

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Audio Conferencing an Excellent Solution for Board and Trustee Meetings

MERLIN's audio conference bridge provides over a million minutes of use for the education community each year. Clients include the Teacher-Mediated Option (TMO) program, school divisions, post-secondary institutions, the Department of Education, Citizenship and Youth, and the Department of Advanced Education and Training.

Board and trustee meetings can benefit from this very simple technology that uses something familiar to us all, a telephone handset. MERLIN's audio conference bridge accommodates up to 68 people in a single conference, and participants can call from anywhere: their home, cottage, school, office, or vacation destination anywhere in North America. They all arrive on the same conference and participate in their meeting via telephone.

MERLIN's bridge is located in Winnipeg, which means callers can access the Winnipeg bridge directly through a local number. A 1-800 number is also available and accessible throughout North America. The school division or school board would be invoiced for use of the bridge and any long distance incurred on the bridge.

For more information, please call MERLIN at 1-800-430-6404 or 474-7800 or visit <www.merlin.mb.ca>.

Introducing the Developmental Continuum for Technology as a Foundation Skill

In November 2003, Manitoba Education, Citizenship and Youth announced that a model for implementation for Technology as a Foundation Skill (TFS) would be developed to

- define information and communication technology (ICT) literacy and describe an ICT-literate student
- create a developmental continuum with snapshots from novice to expert
- provide a variety of professional learning opportunities for educators
- publish a report to inform parents about how their children can use ICT to learn

Pilot

The new Kindergarten-Grade 8 TFS developmental continuum will be ready for pilot during the 2005-06 school year. Pilot teachers will validate the continuum in their classrooms in 2005-06 and be involved in the divisional implementation the following year. Superintendents are invited to nominate a team of pilot teachers. Application forms are available at the TFS website <www.edu.gov.mb.ca/ks4/tech/tfs/index.html>.

Inquiry

A team of Kindergarten-Grade 8 teachers from across Manitoba created the TFS developmental continuum, based on their observations of students using ICT to learn. The development of the continuum was carried out as an authentic inquiry. In preparation, the team was assembled and an action plan was drafted. The team gathered secondary source research to determine how educational jurisdictions within the province, in other provinces, and internationally are integrating ICT. The team then carried out action research in Manitoba classrooms.

Action Research

Teachers continually posted their classroom observations in the TFS Online Learning Community. At each team meeting, teachers analyzed the observations and drafted descriptors of student behaviour. The team categorized the descriptors into three components: cognitive, affective, and supporting skills, based on the educational theories of child development and constructivism (Piaget and Bruner), dimensions of critical thinking (Bloom and Marzano), and motivation, responsibility, feelings, values, and beliefs (Krathwohl).

The descriptors in each category are classified developmentally, based on Bloom's Taxonomy, resulting in three developmental stages.

Stage 1: Acquire knowledge, skills, and awareness: teacher led through direct instruction

The characteristic of behaviour in stage 1 is that students work under direct teacher instruction and supervision. They copy and mimic, follow directions and step-by-step procedures, use an application provided by the teacher, acquire and practise new skills, recall, gather, and record information from given sources, produce products based on samples and given criteria, edit their products according to rules of spelling, punctuation, and grammar, share with face-to-face audiences, and reflect on their learning with teacher prompting and conferencing.

Stage 2: Apply and analyze knowledge and beliefs: guided practice with teacher support

The characteristic of behaviour in stage 2 is that students work more on their own with teacher feedback. They modify templates and plans for their own purpose; choose an appropriate application from among those available for their use; find and analyze information in many forms and from multiple sources; apply knowledge to unique situations; produce products based on criteria they help to establish; revise their products to suit audience and purpose; enhance the artistry of their products; manipulate concepts; communicate with remote audiences and asynchronously; and reflect on their learning and on the effectiveness of their use of ICT to learn.

Stage 3: Synthesize and evaluate knowledge and values: independent and self-directed

The characteristic of behaviour in stage 3 is that students are essentially self-directed and self-motivated in their learning. They design their own plans; pose original essential questions for inquiry; assess information from multiple sources for balance; design and create interactive, non-linear representations of their knowledge; enhance meaning and artistry beyond criteria and expectations; simulate and model real-world situations; adjust their communication based on audience feedback; appraise work done by peers; self-assess whether their learning goals have been met; and develop metacognitive habits of mind.

The TFS developmental continuum will be distributed in poster and online format. The poster will show the continuum at a glance, while the online format will be layered with curriculum connections, sample learning experiences, and student exemplars.

Snapshots

Snapshots from novice to expert were constructed by selecting descriptors based on observations of what actually occurs in classrooms at each level. Teachers will be able to use the snapshots to compare with individual student profiles and to plan instruction. After implementation, a parent report will be developed to inform parents how they might see ICT being used in the classroom by their children.

For more information or to become involved in the pilot, contact

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A History of Special Education in Manitoba

By Joanna Blais, Manitoba Education, Citizenship and Youth
with assistance from Kevin Van Camp, former Superintendent, Frontier School Division

Era I: 1870–1958: Exclusion/Elitism

Prior to 1958, special education was best described as exclusion and separatism. The Public Education act stated:

> 237. (2) EVERY PERSON BETWEEN THE AGES OF SIX AND TWENTYONE SHALL HAVE THE RIGHT TO ATTEND SCHOOL.

However, the same act provided that:

> 291. WHERE THE BOARD OF TRUSTEES OF A SCHOOL DISTRICT HAVE REASON TO BELIEVE THAT A PERSON ATTENDING A SCHOOL OF THE DISTRICT IS A MENTAL DEFECTIVE WITHIN THE MEANING OF THE MENTAL DEFICIENCY ACT, IT MAY, BY RESOLUTION PROHIBIT THAT PERSON FROM ATTENDING OR ENTERING THE SCHOOL, AND THAT PERSON SHALL NOT BE ENTITLED TO ATTEND OR ENTER ANY SCHOOL OF THE DISTRICT UNTIL HE PRESENTS TO THE BOARD A CERTIFICATE FROM TWO PHYSICIANS, OR FROM THE MEDICAL SUPERINTENDENT OF THE PSYCHOPATHIC WARD AS DEFINED IN THE MENTAL DISEASES ACT THAT HE IS NOT A MENTAL DEFECTIVE.

Throughout the Manitoba public school system, up to the 1950s and early 1960s, "mentally retarded"* children were excluded. The Manitoba Department of Education funded the attendance of blind children at the Brantford School for the Blind in Brantford, Ontario, and deaf children in the Saskatoon School for the Deaf and the Manitoba Day School for the Deaf in Winnipeg. Some provision for emotionally disturbed, crippled, and slow-learning children existed in Winnipeg school divisions. Practically no services for these last three categories, as well as for the partially sighted or hard of hearing, existed outside of Winnipeg.

The system was based on the teacher (generalist) and student (normal). Students fit the system, left the system, or were excluded from it.

Era II: 1958–1969: The Beginning of Inclusion

A number of things happened to begin the inclusion process:

1959: The formation of divisions brought about much-needed development, particularly related to high schools. Importantly, it set the stage for change in education.

1959: The first separate schools for students with special needs were established in Winnipeg, Killarney, and Stonewall.

1965: The government appointed a Supervisor of Special Education.

1965: The government passed Bill 16, which repealed the section of the school act excluding Mental Defectives. Further it stated that, after one year of grace, a school district was responsible to provide education services (buildings and teachers) for "mentally retarded"* children.

1967: The Manitoba public school system moved from the policy of exclusion of "mentally retarded"* children to their mandatory integration.

1967: The Child Development Services Branch, which provided support to children and families, was formed in the Department of Health.

The results of this movement were as follows:

- Parents became more vocal. Of note was the Kennedy family publicity around the mentally handicapped in the United States. The impact of a powerful family admitting they had a family member who was disabled was significant across North America.
- "Mentally retarded"* children began to receive some specialty services and programming in schools.
- The first overt pressure group for the Mentally Handicapped was formed, and the Manitoba Association of the Retarded was founded around 1960.

Commissions Address Special Needs Groups

The Macfarlane Commission of 1956/57 was the first in Manitoba to address the issue of special needs groups. The commission brought about general changes in the province, and regarding special groups it said: "EXISTING SERVICES WERE TOTALLY INADEQUATE ... that school divisions should provide facilities and teachers for mentally handicapped students based on provincial grants and that a supervisor of special education be appointed for the Department of Education."

Another commission was struck in 1963. The result of this commission was the Christianson Report, which made two important recommendations:

- that Handicapped students be educated in their home community and in regular school
- that the Department of Education and Health establish regional units of support staff that would support schools and families in the communities where the students lived

These recommendations resulted in exclusion becoming partial inclusion.

Era III: 1969–1979: A Change in Emphasis

From 1969-77, the government took a proactive stance. People with disabilities began to have a more integrated role in Manitoba society.

1970: The Manitoba Association for Children with Learning Disabilities (MACLD) was founded and put great pressure on the government.

* ***Note:*** *This is the terminology that was used at the time.*

1970: The funding for special education was changed from block funding to categorical. The government provided funding to school divisions to support the hiring of Special Education Coordinators in school divisions.

1971: The Council for Exceptional Children and M.V.C.E.D. conferences began.

1972: The government decided that the provincial service would not come from Health, and placed Child Development Services in Education. The number of Department of Education staff providing support for special education grew from 2 people in 1962 to 65 people in 1974. Low-incidence funding for students with severe to profound special needs (Level II and III), as well as high-incidence funding for students with mild to moderate needs (Level I) began.

1974: The Deputy Minister established the special needs working group to study the needs of all special education students and make recommendations.

1974-75: The working group produced Bill 58, which repealed all other references to special education and said:

> EVERY SCHOOL BOARD SHALL PROMOTE OR MAKE PROVISION FOR THE EDUCATION OF ALL RESIDENT PERSONS WHO HAVE THE RIGHT TO ATTEND SCHOOL AND WHO REQUIRE SPECIAL PROGRAMS FOR THEIR EDUCATION.

The government passed the legislation but did not proclaim it before the upcoming 1977 election.

During this period, support services to students and families continued to expand, and the Department of Education and school divisions hired more highly qualified staff and firmly entrenched themselves in rural, urban, and northern Manitoba. Integration replaced exclusion, and organization moved from centralization to decentralization.

Era IV: The 1980s: Most Enabling Environments

1988: The Department of Education changed their funding process for special needs students and made the individual schools or school divisions responsible for the appropriate distribution of monies and supports to high incidence (Level I) students with special needs.

The practice of supporting students' education by employing Educational Assistants became increasingly common in the province.

School divisions received support to assist in the hiring of qualified (Special Education Certification) educators. Non-qualified educators were given three years to acquire the necessary courses to meet certification requirements.

August 1989: The government released *The Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System.* This set of guidelines was the first major policy presented on students with special needs since Bill 58. The document outlined a requirement that school divisions meet and plan with local committees for the education of children with special needs, and that divisions were required to report yearly to the government on their Annual Divisional Action Plan (ADAP) for students with special needs. All provinces in Canada now make provision for the education of the physically and mentally disabled students to varying degrees.

1993: Funding for Level III was expanded to include students who were Deaf and those with Profound Emotional/Behavioural Disorders. School divisions were no longer required to hire teachers with special education certification as resource teachers or special education teachers.

1995: An interdepartmental agreement provided for support to students who are medically stable due to technology. An interdepartmental protocol was developed for students with Extreme Emotional Behavioural Disorders.

1995-2001: The Special Education Review took place and the Special Education Review Initiative was established. A complete review of services for children and youth with special needs was completed, and a response to the recommendations was developed.

Era V: Inclusion

1994-2004: Manitoba Education developed and distributed 10 support documents in the area of special education for schools and families.

2001-02: Response to the Special Education Review was presented to Manitobans, including a framework for funding, guidelines, and legislation. School divisions were required to submit a Student Services Plan to replace the Annual Division Action Plan. The integration of planning for students with special needs into the larger school and divisional plans is encouraged. Funding for Level II and III was expanded to include Autism Spectrum Disorder.

2004: Legislation assuring the right of students to appropriate educational programming passed. Consultations around the development of supporting regulations for Bill 13 begin.

Summary

The history of special education has been influenced by

- ***parents*** **who advocated**
- ***the times*** **that dictated that civil and human rights include all citizens**
- ***geography, transportation, and communication*** **that made it impractical to have students segregated**
- ***economics*** **that provided support to encourage changes in practice**
- ***society*** **that accepted members of their community as having a right to feel safe, protected, and included**
- ***professional leadership*** **that made it possible for students to have a quality education**
- ***political ideology*** **that shaped the policy and provided leadership**

Working Together for Students with Special Needs

Parents, educators, and Manitoba Education, Citizenship and Youth share a common goal: to ensure that children with special needs benefit from an educational experience that includes quality learning opportunities with expectations that consider each child's individual needs.

In keeping with that philosophy, Manitoba Education, Citizenship and Youth developed *Working Together: A Handbook for Parents of Children with Special Needs in School.*

The handbook is intended to support parents and families of children with special needs who are entering, attending, or leaving school. It describes some of the services and activities that might be used to meet children's individual needs at school. It also includes practical information and strategies for helping children make successful transitions, for enhancing a parent's role on their child's school team, and for staying informed.

The feedback received from parents and educators alike has been very positive. Many school divisions and organizations are using the handbook as an educational and information tool to support parents of children with special needs.

English and French versions of the handbook were distributed to school divisions and the Association for Community Living Manitoba for local dissemination to parents of children with special needs. The handbook is also available for downloading on the Manitoba Education, Citizenship and Youth website. *Working Together: Information for Parents of Children with Special Needs in School*, a pamphlet providing a brief overview of the handbook, will be available in schools in the beginning of November. It is currently available online through the Manitoba Education, Citizenship and Youth website. For more information, contact

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Business Help for Young Entrepreneurs

In the past 12 months, young entrepreneurs in Manitoba have had the unique opportunity to receive training to start, enhance, or expand their business operations via Skill Development for Young Entrepreneurs. To date, businesses including a day spa, a fitness and conditioning facility, a massage therapy service, and a health food store have taken advantage of this opportunity.

Skill Development for Young Entrepreneurs provides youth aged 18-29 with grants for completing accredited business-related training programs. Qualified youth are eligible for a grant of up to $1,000 ($1,500 for northern residents).

Training could include an evening course in business accounting for a retail store, advanced welding for a body shop owner, or a workshop on fetal alcohol syndrome for an individual operating a daycare facility, for example. The program is designed to be flexible, but all applicants must apply for the grant prior to the start of any training.

Another program that supports self-employment as a career choice is the Young Entrepreneurs Program. Under this program, applicants may be approved for a grant of up to $4,000 to help defray business start-up costs and eligible capital expenditures. Interested youth must submit a complete application and a comprehensive business plan before an application can be assessed.

For further information or applications for these programs, visit <www.edu.gov.mb.ca/mb4youthdivision> or contact

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Summer Employment Opportunities

If you are looking for a fulfilling job this summer, and are between the ages of 16 and 24, register for an opportunity today.

Conservation Green Team
If working in one of Manitoba's provincial parks appeals to you, apply to Conservation Green Team. A number of challenging positions are available, including general maintenance duties, assisting with wildlife and forestry, and interpretive assistant positions to help deliver amphitheatre programs and/or provide information at interpretive centres or museums. Positions are available from May 24 to August 26, and July 4 to August 26. For more information, call 1-800-282-8069, ext. 7182.

Hometown Green Team
Employment with this program includes positions with municipal/civic governments, Northern Affairs Community Councils, Conservation Districts, and non-profit organizations in rural Manitoba. Register online at <www.studentjobs.gov.mb.ca> and your name will be forwarded to organizations for potential employment. Positions are available from May 9 to August 26, and June 20 to August 26. For more information, call 1-800-282-8069, ext. 0901.

Urban Green Team
Employment with this program entails assisting with community development projects including youth recreation activities, housing rehabilitation, neighbourhood safety, park and riverbank clean-ups, and improvements to public facilities. Register online at <www.studentjobs.gov.mb.ca> and your name will be forwarded to organizations for potential employment. Positions are available from May 9 to August 26, and June 20 to August 26. For more information, call 1-800-282-8069, ext. 0901.

Green Team! Manitoba

Planning for Post-Secondary Education: Tools for Success

In the spirit of promoting student success, the "Planning for Post-Secondary Education" pilot project involves the pairing of a Manitoba Student Aid student advisor with a Senior Years mathematics educator to enhance the existing career development and financial planning components of the current mathematics curriculum.

Pilot project objectives include:

- consultation with administration, guidance counsellors, and resource educators
- minimum of two visitations per class to provide pilot program modules, with the option to increase the number of visitations to the entire class, or to provide one-to-one information sessions
- a parent information session, if desired by the pilot school

The initial direction of the project involves the organization of two modules as follows:

Module 1

- exploration of skills/interests and the connection to potential career opportunities
- presentation of possible post-secondary paths
- presentation of costs related to pursuing four specific post-secondary scenarios: apprenticeship/trades programs, two-year diploma programs at a community college, three-year or four-year university undergraduate degree, and professional programs at a university
- exploration of expected income and potential benefits for each scenario mentioned above (cost-benefits analysis)
- examination of financing options—scholarships, bursaries, awards, grants, savings, and loans

Module 2

- discussion of loan options
- comparison of loan costs
- presentation of budgeting information
- exercise on completion and submission of application for Canada/Manitoba Student Loan

This project will provide a novel and practical enhancement of existing curricular outcomes, without increasing educator workload. The interactive delivery format will provide a positive learning environment. For more information, contact:

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Manitoba Youth Job Centre Offices Reopen

This month, Manitoba Youth Job Centre (MYJC) offices throughout Manitoba reopen to provide students, youth, and employers with a variety of summer employment opportunities and job search assistance.

The MYJC program, available from May until August, serves Manitoba's cities, towns, and communities by providing a free employment referral service, skills workshops, young worker programs, and the annual Hire-A-Student week event designed to promote the advantages of hiring students and youth.

For more information on the MYJC program or to locate the office nearest you, visit <www.MB4Youth.ca> or contact:

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Grants Recognize Citizenship in Action

As part of Manitoba Education, Citizenship and Youth's renewed commitment to citizenship education, the Manitoba Grants for Innovation in Citizenship Education has been developed to support school projects that provide students with hands-on opportunities to practise active democracy. The following schools were each selected to receive $1000 to support the implementation of their project:

General Byng School: Students will create a museum detailing the history of the region surrounding Iraq, while also fundraising humanitarian aide for children affected by the current conflict within the country.

Collège Jeanne-Sauvé: Students and parents will raise funds and awareness for specific community development projects in Africa, while also creating a long-term, sustainable exchange.

Ecole Pointe-des-Chênes: Students are challenged at a forum to identify problems and solutions related to the retention of French culture, while also developing a lasting model to preserve the French language.

Hartney School: Students will film and produce a video archive of local Canadian War Veterans to be utilized at community Remembrance Day ceremonies.

John M. King School: Students receive a hands-on experience while creating a video regarding positive community change and best practices in local citizenship.

Stonewall Centennial School: Middle Years students will create and implement social/educational activities for local mentally disabled adults.

Mountain View School: Middle Years students have the chance to identify a local issue and volunteer time with community members to enact positive change.

Dalhousie School: Elementary students have the opportunity to interact with local seniors at a personal care home, reflect on their experiences, and examine the meaning of being Canadian.

Cranberry Portage Elementary School: Northern Manitoba elementary students examine climate change and discuss results and implications with peers in Winnipeg.

Ecole Dieppe: Students will examine the history of Métis culture and Saint-Laurent, create a community presentation, and visit Saint-Laurent for the Manipogo festival.

Due to the large response to the grants, it is clear that there are innovative citizenship projects occurring in schools across the province. Congratulations to all schools selected to receive a grant, and thank you to all those that submitted proposals.

Creating a Safe and Caring School Community

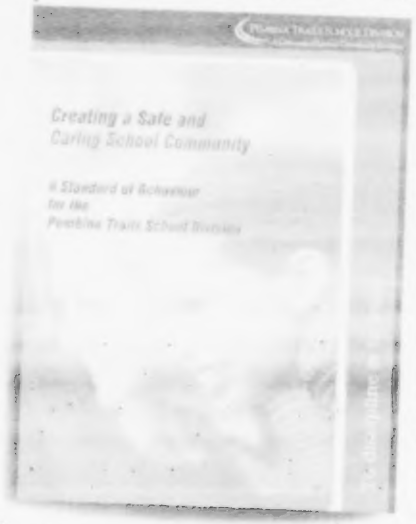
By Lorna Martin
Guidance and Counselling Consultant, Manitoba Education, Citizenship and Youth

> *"The climate in which students learn is so important that establishing the 'right state,' that is, a climate and environment conducive to learning, is the first step to teaching anything more effectively."*
>
> —Gordon Dryden and Jeanette Vos

In creating a standard of behaviour for all schools in their division, Pembina Trails School Division has modeled the very collaborative, respectful planning processes that are essential to safe and caring communities.

Committee membership represented all educational partners: students, parents, teachers, school and senior administrators, divisional coordinators and consultants, representatives from the Pembina Trails Teachers Association, PTANTE, CUPE 1112, and trustees. The committee also acknowledged the contributions made by Dr. Mary Hall at Safe Schools Manitoba.

The committee was particular in acknowledging their appreciation of the input of students on the committee. In their words, "It is through the contributions of these students that we furthered our insights into the importance of 'safe and caring' school communities."



Built on a model of mandatory response, the new Safe and Caring Standard of Behaviour ensures that the Pembina Trails School Division will always respond to behaviours that threaten or violate the physical and emotional safety of those in its care. The Standard of Behaviour applies to participation at school, at school activities, school-sponsored activities, and school division activities and sponsored events. It also applies to community behaviour that has an impact on the learning community.

One of the priorities in the Standard of Behaviour is preparing students for their role as citizens and active participants in a safe and democratic society. To support this work, a list of student responsibilities balances the list of student rights and the importance of respect. In equal measure, the document provides the responsibilities of professional staff members and parents as partners in maintaining a safe and caring community.

The dual role of discipline and professional discretion ensures an appropriate balance that allows for learning different behaviours, learning from mistakes, and making amends. Examples of appropriate, logical consequences that may be expected in response to inappropriate behaviour are provided in plain language. In addressing misbehaviour, Pembina Trails School Division clearly states that responses shall

- be logical, realistic, and timely
- be appropriate for the student's stage of development and considerate of the student's special needs
- reflect the severity of misbehaviour and take into account the frequency, duration, and intent of the misbehaviour
- be chosen primarily to restore safety and order
- make sense to the student as much as possible
- enable students to generate appropriate responses and solutions

Both the process undertaken to develop the new Standard of Behaviour for the Pembina Trails School Division and the content of the document speak volumes about creating a safe and caring school community.

For more information on the process and content created by Pembina Trails School Division, contact John Macbeth, Rob Gendron, or Paul Moreau at 204-488-1757.

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The newsletter includes articles from the education community and from Manitoba Education, Citizenship and Youth. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

Distribution:

Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at <www.edu.gov.mb.ca/ks4/newsletter/>.

A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact Information:

We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

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We also want to hear what you think about our newsletter. Please send your comments, ideas, and suggestions to the address specified above.

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